

Delivering High Quality Apprenticeships

Guiding Principles for the NHS in England



Skills for
Health

Healthcare
Apprenticeships

NHS
England

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Introduction

This document presents a set of guiding principles that, when reflected in practice, will support you to deliver high-quality apprenticeships in the NHS. For those already engaged in apprenticeships, the principles offer a tool to aid improvement to further develop your practice. For those who are new to apprenticeships, the principles offer you support to plan and implement your own approaches and to learn from others' good practices.

High quality apprenticeships are a great way to ensure that new recruits get the best start to their career in the NHS as well as develop the skills and careers of your existing workforce. The Apprenticeship Levy provides you with further incentive to use Apprenticeships and these guiding principles and examples of good practice will support you in achieving excellence in their delivery.

High quality apprenticeships add value to patient care by enabling you to 'grow your own' team, reaping the rewards of retaining a well-trained and committed workforce and providing you with a wider and deeper talent pool capable of progressing to secure more hard-to-fill vacancies across a range of occupations and job roles.

Apprentices are your employees and by working in partnership with others you can open up rich sources of advice and support, not only in agreeing appropriate employment packages, policies and procedures for a high-quality offer, but also in ensuring that strategies and implementation plans provide genuine equality of access to attract the best applicants from across your local communities.



How we developed these principles

These principles have been created from detailed discussions with employers, Apprenticeship training providers, assessment organisations and apprentices and identify the features of high-quality apprenticeship delivery. The principles are illustrated with real examples of good practice in apprenticeship delivery in the NHS. As Guiding Principles, this document may be of interest to the wider health and social care sector in addition to the NHS.

It is notable that high-quality apprenticeships do not arise fully formed from their initial design, they are the result of a process of incremental improvements. All the case studies report finding it necessary to improve on their initial design, often with major alterations to delivery arrangements along the way. The vast majority did not alter their ambition for high-quality apprenticeships. The following sections present a distillation of that learning with the intention that you can take full advantage of others' experiences.

Acknowledgements

Thank you to the many individuals who generously gave up their time to provide the evidence base on which these principles have been developed.



How to use this document

This document is designed to help you and others involved in the development and delivery of apprenticeships in the NHS to understand what it takes to achieve high-quality outcomes through an organisational and systematic approach to apprenticeships.

There are 21 guiding principles, structured around three themes;

- **Theme 1:** Embedding Apprenticeships in your workforce strategy
- **Theme 2:** Securing management commitment
- **Theme 3:** Effective learning programmes and processes

The principles: Defines the criteria which demonstrate that your practice can be considered to represent high-quality apprenticeship delivery and good practice in relation to that theme.

Applying the principles: Offers advice on meeting the criteria of high-quality apprenticeships in the NHS. This section therefore expands on the criteria that you need to have in place to support good practice in delivery.

External issues to be aware of: Identifies confounding factors that may act as barriers to the high-quality delivery of apprenticeships in the NHS, but which are not normally under the direct control of employers. You need to be aware of these and take account of their potential impact on your plans and actions.

Illustrative examples of good practice from across the NHS are used to help clarify how others have sought to deliver high-quality processes and outcomes that benefit apprentices and your organisation.

Please note that the guiding principles set out in this document are specific to the delivery of apprenticeships in the NHS and should be considered alongside the [HEE Quality Framework for Education and Training 2021](#).



Theme 1: Embedding Apprenticeships in your workforce strategy

High-quality apprenticeships are an excellent basis for career progression, providing flexible options for learning and working to build a competent and productive workforce. They may also contribute to better healthcare by addressing skill-shortage occupations, improving retention rates and reducing your reliance on temporary staffing. Many NHS employers report above average completion rates, and by providing a high-quality offer you can ensure that apprenticeships will exceed apprentice aspirations and make a significant contribution to your workforce ambitions.

Senior management buy-in, including executive level ownership, is critical to securing system-wide engagement with apprenticeships and for driving the business case for investment. The value of apprenticeships will need to be clearly articulated and embedded at the highest levels of your organisation and systematically threaded through strategies and plans to fully embed Apprenticeships in your organisation's approach to developing the workforce.

The Principles

Recognition of the value of Apprenticeships and of a high-quality Apprenticeship offer.



Principle 1:

Apprenticeship programmes are designed to support your workforce development objectives to deliver better patient outcomes, while at the same time providing the apprentice with the skills, qualifications and ambition to succeed in their role and to progress their career.

Principle 2:

Apprenticeship delivery across your organisation follows consistent, clearly stated policies and procedures, and a clear and well-understood apprenticeship 'identity', which recognises the employee status of your apprentices and the roles they fulfil, is used to help support positive perceptions of quality and relevance among apprentices and staff.

Theme 1: Embedding Apprenticeships in your workforce strategy

The Principles

Senior management leadership and commitment:

Principle 3:

Your Executive Team and Board have approved high quality apprenticeship provision as a fundamental component of your long-term workforce development strategy. They receive regular reports as to the success of apprenticeships in addressing specific hard-to-fill vacancies/skill shortages and in improving patient care by providing a more flexibly skilled workforce.

Principle 4:

There is highly visible endorsement of high-quality apprenticeships by your CEO, Board and senior management team (SMT) including medical directors/nurse directors and your chief nurse. This provides a clear affirmation for service leads and builds long-term management commitment to apprenticeships.

Feedback systems and learning lessons to spread best practice:

Principle 5:

Apprenticeship completion rates and subsequent progression routes are monitored and benchmarked, alongside wider workforce development benefits such as improved staff retention rates, improvement in productivity, reductions in hard-to-fill vacancies, improved equality and diversity and reduced use of agency workers. These are collated and reported on a regular basis to the SMT, within a culture that strives for improvement and seeks to ensure that your organisation is among top performers for your region and nationally.

Feedback systems and learning lessons to spread best practice:

Principle 6:

Lessons learned, for example on good practice and provider market intelligence, are actively sought out and shared to drive improvements in organisational performance. Managers recognise that good practice may be common across different employers and different Apprenticeships and that learning can and should come from a range of sources.



Applying the Principles:

- Having the endorsement of your organisation's leadership, including the CEO, medical directors/nurse directors, chief nurse and Board, encourages engagement and commitment among service managers.
- Think about ensuring the SMT is always visible and engaged at Apprenticeship events and in publicity/communications promoting apprenticeship pathways.
- Develop a clear range of metrics by which to measure and report on the impact that your apprenticeship provision has on organisational performance. Measures relating to costs of recruitment; sickness/absence rates; uptake of training; staff satisfaction; qualification levels; retention and vacancy rates, how well the workforce represents the community, for example, will allow the SMT and Board to set targets, review progress and establish the return on investment.
- Think about making apprenticeships a standing item in SMT agendas and reported on at Board level. How well does your SMT implement and hold managers to account for the application of apprenticeship policies and operating procedures?

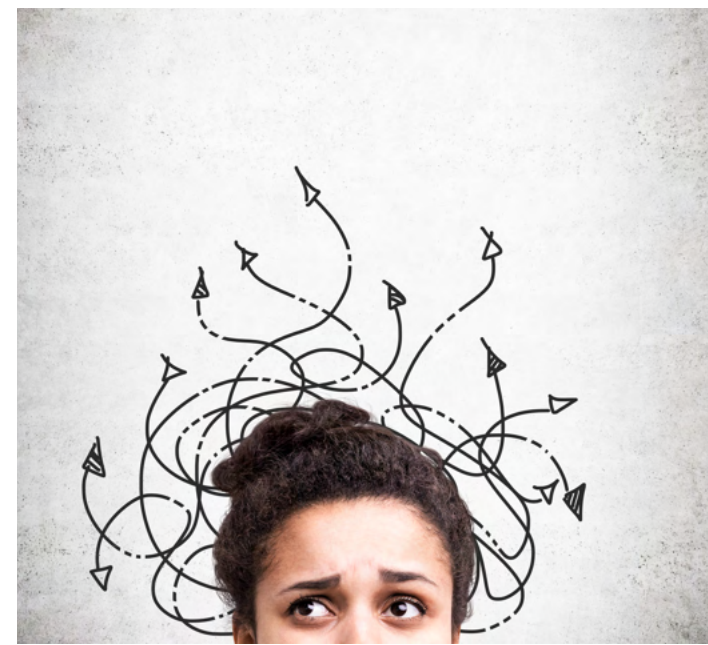
Applying the Principles:

- Review your workforce strategy to ensure it makes clear what part you intend apprenticeships to play in addressing workforce issues, for example replacing an ageing workforce, creating multi-skilled staff who can work more flexibly, or providing cost-effective routes to addressing skill shortages across clinical and non-clinical roles.
- Consider how well your apprenticeship strategy benefits from (and/or leads on) initiatives that respond to regional workforce issues and challenge yourself to engage. Actively challenge perceptions that may exist; apprenticeships are available for clinical and non-clinical roles, and from levels 2 right up to level 7; there are no age restrictions on who can access an apprenticeship.
- Offer apprenticeships with terms and conditions that attract quality candidates, underpinning successful delivery, high achievement rates and reinforcing the reputation that apprenticeships in the NHS represent a high quality work-based route to a fulfilling career. How well is your workforce vision being communicated to potential apprentices, both within your organisation and externally? Engaging in effective partnership working with trades unions and professional bodies will help ensure your apprenticeship policies and procedures not only align with best practice but truly underpin a strong and attractive apprenticeship 'identity' within the organisation.

<https://haso.skillsforhealth.org.uk/>

External issues to be aware of:

- The nature of the local labour market can play a significant role in the ability to attract and retain quality candidates in a variety of circumstances. Pay particular attention to the 'offer' being made by other local employers seeking to attract apprenticeship candidates.





Calderdale and Huddersfield NHS Foundation Trust - Star Reiltin Cassidy

My name is Star Reiltin Cassidy. I turned thirty years old in April 2022 and I am a mother of four beautiful children, 3 boys and 1 girl. Prior to the opportunity I have had with Princes Trust and becoming an apprentice at the Calderdale and Huddersfield NHS Foundation Trust, I had recently moved from Ireland, where I was born, to escape a lot of personal difficulties that I had. I moved to West Yorkshire on February 28th, 2022, with my partner and children.

I signed up to the Princes Trust which works in partnership with the Apprenticeship and Widening Participation team at Calderdale and Huddersfield NHS Foundation Trust. I was blown away by the support that I got from the first call. I was given a chance and before I knew it, I was already in the process of working towards becoming an apprentice after an initial 6 week placement at the hospital. This allowed me to gain confidence and confirm my passion for healthcare. I now work on a ward as a Health Care Support Worker Apprentice. I love it and I am learning so much. This is the first step on the pathway to becoming a nurse.

Mid and South Essex NHS Foundation Trust

Click on each link below to learn more:

- [Estates and Facilities apprenticeships at Mid and South Essex NHS Foundation Trust](#)
- [Digital apprenticeships at Mid and South Essex NHS Foundation Trust](#)
- [Over 450 apprentices are embracing employment opportunities at mid and south Essex Hospitals](#)



Theme 2: Management commitment

Design choices need to rest with your service managers so they can maximise the contribution from apprenticeships to their workforce. There are significant benefits to be had where managers are involved not only in the design of programmes but in reviewing how well their apprentices are progressing and contributing to services as the apprentice develops competence. Apprenticeship Leads have a key role in guiding service managers through this process and linking them with apprenticeship providers so that a strong working partnership can be established that will improve the design and ensure high-quality delivery.

The Education Skills Funding Agency (ESFA) publishes [rules and guidance](#) that set out the contractual arrangements that must be in place between employers and Apprenticeship providers.

The Principles

Service manager engagement

Principle 7:

There are regular opportunities for service managers to explore common workforce development issues arising in different service areas and to identify where apprenticeships can be utilised alongside other solutions.

Well-resourced Apprenticeship programmes

Principle 8:

Service managers routinely use Apprenticeships in staff development plans as an effective mechanism to build skills and progress talent. Design choices for delivery rest with service managers so they can use their understanding to maximise the contribution from apprenticeships to their workforce.

Well-resourced Apprenticeship programmes

Principle 9:

There is sufficient resource dedicated to the development, procurement and quality assurance of apprenticeship programmes as well as for day-to-day delivery. This allows your organisation to build on the best of local and national knowledge and to demonstrate and celebrate success.

Theme 2: Management commitment The Principles

Well-resourced Apprenticeship programmes

Principle 10:

Apprenticeship leads proactively communicate the benefits of apprenticeships among service managers and develop a shared understanding of how apprenticeships can best meet workforce needs.

The selection of roles, programmes and pathways that deliver organisational needs:

Principle 11:

Service managers 'own' the process, from selecting the appropriate apprenticeship standard, recruiting apprentices, agreeing the learning content, providing mentoring and support arrangements through to onward progression planning. Apprenticeship Leads are then able to focus on expansion and development of the organisational apprenticeship offer as a whole.

The selection of roles, programmes and pathways that deliver organisational needs:

Principle 12:

Service managers agree what measures of success are appropriate and report back on these, incorporating both qualitative and quantitative data to evidence activity and benefit. These enable the employer to account for their investment in apprenticeships and provide a clear picture of the returns.



Applying the Principles:

- Think about the channels within your organisation that you can use to debate workforce development issues and build collective understanding of apprenticeships. Position apprenticeships as one workforce solution that can be used alongside other solutions, rather than being seen as an end in themselves. Organisations with well-developed apprenticeship programmes, typically have structures in place for service managers and apprentices to feedback on the delivery of apprenticeships. This helps to improve provision, build ownership, encourage engagement and the sharing of lessons.
- Encourage service managers to 'own' the apprenticeship process, from selecting the apprenticeship standard, recruiting apprentices, agreeing the learning content, providing mentoring and support arrangements through to progression planning.
- Look at how proactive and confident your service managers are when participating in review meetings with providers and in evaluating apprentice progress and planning next steps. Service managers may need extra support, especially if they are new to Apprenticeships. Do your apprentice leads have sufficient capacity to meet demand? Will extra resourcing be needed?
- Make sure your apprenticeship leads are supported to communicate the benefits of apprenticeships across your organisation and to build capacity among service managers.
- Be aware that apprentice leads also need time to develop the future pipeline of apprenticeships through external partnerships and procurement processes. There are benefits to having access to a variety of apprenticeship providers offering a range of different delivery models which provide flexibility and choice.



Applying the Principles:

- The number and scope of apprenticeship standards has expanded rapidly, opening up a wealth of new apprenticeship occupations and career pathways in the NHS. Have your service managers and apprenticeship leads been able to keep up to date with the full range of apprenticeship standards available? Healthcare Apprenticeship Standards Online is the go-to resource for keeping up to date.
- Do you use your networks and contacts with the various agencies that can offer support and advice to help you identify good quality apprenticeship providers with a clear understanding of the NHS? Ofsted reports and the Skills for Health Quality Mark offers helpful indications and other employers will be able to share experiences of working with different providers.

External issues to be aware of:

- Guidance for young people on apprenticeship opportunities and the potential routes into NHS careers is improving but it may not be consistent across the country. Parents and carers may hold negative perceptions of the employment patterns associated with apprenticeships. In a competitive labour market, you will need to focus on being able to offer flexible career paths with good employment terms and conditions.





Case Study: Calderdale and Huddersfield NHS Foundation Trust - From volunteer to apprentice

Tom Gaukroger

My name is Tom Gaukroger and I have been with Calderdale and Huddersfield NHS Foundation Trust for around 14 months (this is including my volunteering experience).

Volunteering at Calderdale and Huddersfield NHS Foundation Trust was the first real job experience I had after finishing sixth form college. After sixth form I had no drive to go to university because I wanted to go into more 'on the job' learning. A lot of personal factors in my life had left me totally unmotivated to strive for a career path. When I saw the opportunity to apply for volunteering with the NHS I was a bit hesitant at first but speaking from where I am now, I am so glad that I went ahead with it. It gave me some structure, something to strive for and valuable unique experience in the healthcare sector.

In terms of volunteering at Huddersfield Royal Infirmary (HRI), I did my portion of volunteering on Ward 21 of the hospital. As my goal was to go into a more admin type role, you could probably understand why I was a bit hesitant about working directly on a ward but I thought to myself: when am I going to get an opportunity like this again? And so I did it and like I previously mentioned, the experience was great and gave me much admiration for the tireless work all the staff do to keep each ward running.



Case Study: Calderdale and Huddersfield NHS Foundation Trust - From volunteer to apprentice

Tom Gaukroger

I think the idea of volunteering is overlooked sometimes but when I was volunteering I was greatly appreciated and supported and staff were glad there was an extra hand. Even someone to just do the tea trolley rounds. Hospital staff cannot be here there and everywhere and being a volunteer just helps take that little bit of stress off staff. From volunteering I was greatly supported and encouraged to apply for my current apprenticeship role and I always felt that if I needed a helping hand doing an application or help with a question, I could always rely on someone.

I am currently an admin apprentice in the Elective Surgical Unit at HRI doing a customer service course with Calderdale college. I am now coming up to the end of my apprenticeship and will be going into a full time position. My manager, colleagues and all staff on the unit have been there to support me when I needed it with my learning and I greatly appreciate them for this. This role has greatly improved my confidence and I am now hoping to go on to keep working hard and possibly getting into higher positions. This apprenticeship opportunity was only possible after doing my volunteering and I will always be grateful to be given that opportunity.

Theme 3: Effective learning programmes and processes

Partnership working between service managers and apprenticeship providers establishes a strong platform to improve the design and ensure high-quality delivery. The apprentice's experience and outcome are further enhanced when you provide mentoring and support alongside the development of competence. Mentoring and supporting apprentices is also a great development opportunity for existing employees. Quality assessment procedures are vital to ensuring that your apprentices can apply their learning safely and appropriately in the workplace and can incrementally make a valuable contribution to service delivery as they progress through their apprenticeship. Apprenticeships are already providing high-quality learning and career progression opportunities that make the most of the existing talent available – this is worth recognising and celebrating more widely.

The Principles

Flexible approaches to meeting apprentice and organisational needs:



Principle 13:

Delivery plans agreed with the apprenticeship provider including performance benchmarks including apprentice start and expected completion dates and key progress milestones. The arrangements for on and off the job training, on-programme and end-point assessment and frequency of review meetings between the apprentice, provider and employer are all clearly specified.

<https://haso.skillsforhealth.org.uk/>

Principle 14:

A structured approach to mentoring apprentices is in place, with a dedicated mentor in their practice area that offers mutual benefits to the apprentice and the mentor.

The Principles

Flexible approaches to meeting apprentice and organisational needs:

Principle 15:

Apprentices benefit from access to wider development opportunities and additional resources that are effectively integrated into their apprenticeship programme.

Effective selection and support mechanisms for apprentices:

Principle 16:

Effective selection and recruitment processes for apprenticeship programmes that take account of the specific competences needed for the role and enable sound judgements to be made as to an applicant's capability to succeed.

Effective selection and support mechanisms for apprentices:

Principle 17:

Available progression routes, qualifications, duration, timing and location of apprentice support services provided by the organisation, trade unions and apprenticeship providers are clearly defined and describe tangible progression pathways.

This allows potential apprentices to consider their career options, but also understand what is required of them along with how, where and from whom they can access support throughout their apprenticeship.

Effective selection and support mechanisms for apprentices:

Principle 18:

There must be a signed Apprenticeship Agreement in place that specifies the obligations on service managers and apprentices to commit the necessary time to undertake the learning and assessment. Apprentices understand that there is a commitment on their part to undertake any additional learning activities flexibly and outside of their normal working hours/workplace.

The Principles

Partnership working with apprenticeship training providers

Principle 19:

Structures are in place for service managers and apprentices to feedback on the delivery of apprenticeships and help contribute to continuous improvement of provision.

Partnership working with apprenticeship training providers

Principle 20:

Managers and apprenticeship leads are actively involved in regular review meetings to build ownership, aid improvement and sharing of lessons.

Partnership working with apprenticeship training providers

Principle 21:

Close working between the employer and apprenticeship provider means that apprenticeship programmes are delivered using a carefully planned and coordinated combination of on and off the job training, ensuring that apprentices are being taught and mentored using current best practice in a manner that fits with your expectations and ways of working.





Mid and South Essex NHS Foundation Trust.

There are over 450 employees studying 36 different apprenticeship programmes across Mid and South Essex NHS Foundation Trust.

Kate Merritt, Workbased Learning Manager at the Trust said: *"This amazing number of apprentices is only possible thanks to the 40 training providers we are working closely with."*

Over the last two years, 300 apprentices have completed their courses at the Trust and apprenticeship opportunities range from entry level 2 qualifications right through to level 7 masters degree qualifications. The Trust also supports those staff without GCSE Maths and English qualifications to access this training before undertaking an apprenticeship.

Applying the Principles:

- Have robust selection procedures in place so you can be sure that potential apprentices have the capability to complete the apprenticeship within the agreed timeframe. There is a range of tools and processes that you can use to assess aptitude, skills, values and motivation.
- Look for ways to make the best use of the specialist expertise you have in the NHS and beyond, to add value to the overall learning experience for your apprentices, not only when they are in the workplace, but also off-site.
- Make it very clear to managers and apprentices that off the job learning is an essential component of the apprenticeship programme and needs commitment from all parties.
- Create opportunities for apprentices to network with their peers, suggest improvements in delivery or simply provide mutual support.
- Consider promoting apprentice mentoring as a first step towards supervisory responsibilities and a useful development tool for your existing employees.
- Look carefully at staff resourcing and capacity in teams where apprentices will be employed, as well as within apprenticeship programme management roles within your Learning and Development or HR departments. High-quality apprenticeships require effective supervision, mentoring and support, both professional/ occupational and pastoral, for your apprentices so be mindful of making the best use of all available provision.
- Think about not only encouraging your apprentices to make good use of other learning resources in your organisation (e.g. provided through union support), but look at how well you ensure that apprentices and their tutors/mentors understand and build links between learning gained in one context, and the achievement of their specific apprenticeship programme. Giving apprentices opportunities to develop new skills, not necessarily only those directly related to their apprenticeship programme – acquiring new skills is a skill in itself and supports motivation, which supports high completion rates.

External issues to be aware of:

- The demands of learning while working can be challenging for those with family or other external commitments, particularly for those embarking on a longer and higher-level apprenticeships or for those who have not been engaged in formal learning for a significant amount of time. Apprentices benefit from access to good facilities and resources where they can undertake essential study away from their immediate work environment.
- Use multiple communication channels to raise awareness of apprenticeship opportunities within the organisation and externally, for example running Open Days and enabling employees who have completed an apprenticeship to act as Ambassadors and talk about their personal experiences.
- Invest in creating good links with local schools, seeing them as part of your workforce supply chain. Build their understanding of how your apprenticeship opportunities link to future career pathways in the NHS and what those imply for choices at key decision points in the school curriculum. Having materials that schools can share with young people, parents, carers and teaching staff can help.





Inclusive Apprenticeship Recruitment

High quality apprenticeship programmes will cater for a diverse range of candidates. It is important to understand the demographics of the local area and where you can source potential apprentices plus how to make your provision accessible to people from a wide range of backgrounds and with different needs. You will need to have in place an effective equality and diversity policy and ensure that staff are trained on how to implement it. In the NHS it is essential that our workforce represents the communities we serve. Many employers from all sectors say they use inclusive recruitment practices but in reality, their practices are far from inclusive!



Lucy Hunte – National Programme Manager – Apprenticeships at NHSE has this to say:

Inclusive Recruitment – why?

Inclusive recruitment **boosts diversity** which, in turn, can lead to larger recruitment pools, a broader range of skills in your workforce, and more language and cultural awareness within your organisation. Unfortunately, most organisations are still fighting an uphill battle to become more inclusive and diverse. A lot of this comes down to their recruitment practices.

Unconscious bias is real! Studies have proven white job applicants were found to be 74% more likely to have success than applicants from ethnic minorities with identical CVs. So have you considered blind recruitment or go even further and have targeted recruitment with essential contextual factors such as free school meals, postcode, type of school etc. Remember, getting the job is just the first stage of the recruitment process, how do you then retain, develop, and progress your apprentices?



Top Tips

- **Start early** - schools' engagement is essential, engaging with your local communities from primary school age onwards will raise awareness of careers and opportunities in your organisation, do you offer mentoring and/or application support? Interview practice?
- **Work experience** - do you have a good quality work experience programme which is equally accessible to all? Schools with a high % of free school meals not just grammar schools & academies – what is the application process, is it age appropriate? Mobile friendly for those without access to a laptop outside of school?
- **The job description** – is it realistic? Are you looking for the finished article or someone looking to earn and learn on the job? Is there an emphasis on transferable skills? Beware of language that immediately alienates certain groups of people like excessive, confusing business jargon, be careful around the use of gendered words as well. What is the salary for the role? Is it a living wage and would a care leaver be able to support themselves financially on the salary?
- **Application process** – again is it age appropriate? Has it been adapted to suit the level of the role? Asking 16 – 18-year-olds for 3 years work experience is a very common flaw. Is there an opportunity to speak to a recruiting manager or video clips on your website, stating what you are looking for in an applicant? Is it clear that you are not necessarily looking for experience but a willingness to learn? If the potential apprentices come with the right behaviours, do you commit to teaching them the knowledge and skills required? Where do you advertise? How many young people look at NHS jobs for example and are you effectively using Social- Media?





Top Tips

- **Any additional support available?** - Do you offer financial support for interviews? What is the dress code? Is school uniform acceptable, smart casual? These are huge barriers to young people from low socioeconomic backgrounds or rural & coastal without access to reliable transport.

There are various incentives available when recruiting young people and employers and training providers could get £1,000 each for taking on an apprentice who is either aged 16 to 18 years old,

Or

aged 19 to 25 years old and has an education, health, and care (EHC) plan. In addition, the care leaver bursary is being increased to £3000 from 1st August 2023 and the employer and training provider can both access an additional £1000 to support these young people into apprenticeships.

- **Interview process** – Is it age appropriate and accessible for all? Multiple stages of interview for apprenticeships are excessive but not uncommon. Even for older experienced applicants a long recruitment process can be very daunting. Think about how inclusive your recruitment process is for example, if the potential apprentice is neurodiverse and see 2 of the interview stages are group assessments, will they apply? If they are a young carer and can only attend during school hours, would they apply? If they are care experienced and you are asking for certificates and ID at interview stage, would they apply? If they have anxiety or mental health issues, will they have the confidence to apply especially if it is a very lengthy process? If they have sight or hearing loss, would they feel supported to apply? Is there any opportunity for the potential apprentice to declare any additional support they may need at interview? Consider offering a personal email/call from your recruitment support team? Another thing to consider is how diverse is your interview panel? Will the applicants see themselves represented and aspire? Also think about the interview scoring/grading – does this consider contextual factors such as postcode or school?



Getting the job is only the start of the process!

- **What does your induction look like?** How do you make these new recruits feel welcome? Do you assign a buddy/mentor in addition to their line manager? Are they aware of any employee assistance programmes and benefits/discounts available such as discounted apprentice travel in some cities or NHS discounts? Do you have Staff Networks, LGBTQ, Multicultural, Carers etc. so the potential apprentices can access additional support?
- **Challenge your business culture and climate!** A common part of the application and interview process is often finding candidates who fit your business culture, it's worth considering how candidates who challenge that culture could create a more diverse and inclusive workspace in the long term. Maybe, seek candidates who will add to your culture rather than fit it.
- **Be flexible** - Having flexible working policies in place is a fantastic way for an employer to attract candidates who may struggle with the typical 9-5 working week. Opening your organisations up to these candidates increases your diversity, for example, parents and carers, people with mental health struggles or physical disabilities, would you consider a staggered start for a care experienced young people who may struggle with committing and maintaining a 9-5 working schedule due to their housing situation?
- **Inclusion in practice** - Inclusive organisations support employees, regardless of their background or circumstance, to thrive at work. To do this, they need to have practices and processes in place to break down barriers to inclusion, and, importantly, they need to value difference. A good way to do this is to run focus groups or employee feedback sessions and to celebrate positive practices, and take action where issues are raised.





Getting the job is only the start of the process!

- **Offer career progression and pathways** - If you have clear progression paths then you will develop the next generation of ambassadors for your organisation and have the internal resources to repeat the cycle.

Inclusive recruitment and retention are not always easy and there are a lot of hurdles to overcome but by incorporating these tips into your early careers strategy you will build the foundations for a truly diverse organisation which goes from strength to strength!





Joined Up Careers Derbyshire Rotational Apprentices Programme

Joined Up Careers brings together local partner organisations to support the current and future health and social care workforce.

We seek to find the best candidates for roles within the health and social care sector of Derby and Derbyshire and support them on their career journey. We are part of Joined Up Care Derbyshire, the Integrated Care System (ICS), helping individuals and teams work in new ways to meet the ever-changing needs of patients, service users and the public.

CASE STUDY

In 2018 JUC system partners came together identifying the need for a radical, system-wide approach to attracting, retaining, and developing the health and social care workforce in Derby and Derbyshire. The pilot model was developed to build upon system wide recruitment initiatives and design new, sustainable apprenticeship roles to maximise efficiency and transform services to support the Derbyshire Model of Care.

Our overarching aim was and still is to demonstrate the great opportunities for people with the right values to build rewarding careers in health and social care – in a growing sector with an increasing range of roles and skills required. In accordance with the Principles of Workforce Integration Skills for Care, our ambition is to work together to secure a workforce for the 21st century with the clinical, technical, and personal skills to make a real difference in Derbyshire. The outcome being the hybrid apprentice is trained, supported, and developed to undertake low level medical interventions aimed at reducing pressure on hospital services, boost out of hospital care and reduce the divide between primary and community teams. The role supported existing staff to reach their full potential and would provide natural progression for the rotational apprentices on completion.



Case Study - Joined Up Careers Derbyshire Rotational Apprentice Programme

Since 2018 we have developed, learned, and delivered a further rotational apprentice programme (running 2020-2021), defining our purpose, developing the flexibility of the programme to meet the needs of the service and learners, we have engaged wider, increased our numbers, and refined our delivery with 13/16 apprentices moving into Health and Social Care end destinations in Derbyshire including Trainee Nursing Associate and Nurse Degree education programmes.

What we have learned and want to share with other ICB's that may be embarking on this programme:

- The Care Certificate is a fundamental element in the programme, the first placement needs to allow for this learning and growth period and protected space to embed this practice
- Your entry requirements should include Maths and English at L1 or L2, or be front loaded, these are essential components of the programme but expecting new to health and social care learners with rotating placements and a new work life balance, apprentice modules and their functional skills becomes extremely difficult to manage for many apprentices and could result in your apprentice not completing on programme
- Ensuring that recruiting managers and teams from your partner organisations are invested in the success of this programme, avoiding re-recruiting apprentices into positions part way through the programme, ensuring if this does happen that the apprenticeship can be transferred and the opportunity to continue to develop on programme isn't lost
- Your rotational apprentices need a dedicated supervisor to manage the whole programme, handover, and successful transition into new work environments – this was integral to the success of our apprentices and the overall programme





Case Study

- Create opportunity for your 'fresh eyed' apprentices to ask questions, support meaningful improvements and new ways of working within your system.

The ambition for our programmes to date and future programmes is to ensure that on completion we have successful apprentice completers that have the knowledge, skills, behaviours, and established relationships to work in health and social care, with transferable skills, credible knowledge of transition between our services and the needs of those using them and those working in that system. But also, to highlight the importance and opportunity within our social care services and the impact that their skills in this area have on the whole system.

Our future ambitions

The development of a System Apprenticeship Workforce Academy for the Health and Social Care Workforce is in place and will present the opportunity for a centralised and strategic approach to growing the health care support workforce locally. This joint working will introduce a new role aimed at supporting the national drive to integrate health and social care in place teams across the system and will be central to building the right people, and the right capacity and capability to transform the system, as set out in the NHS Long Term Plan. It will help to ease pressures on acute services, bolster support to social care through joint workforce initiatives, address the concerns of future workforce supply, and improve digital resources and relationships with local authorities, charities, and community groups, achieving true anchor work.





Case Study

For this project we have as in previous rotational programmes defined the purpose, the need, and the outcomes we are setting out to achieve through a detailed business case, invested and supported by all system partners, our aim for the following months is to ensure there is a strategic implementation plan in place to commence this work across the system to achieve:

- A reduction in the number of visits/appointments for the population of Derbyshire who receive home care and healthcare in the home.
- Better intelligence between health and social care sector
- Cost savings to the health and social care sector
- Self-managed place teams empowering individuals, and providing more autonomy for staff
- Higher levels of job satisfaction and improved retention from both healthcare and local authority staff
- Better career progression for the integrated apprenticeship
- Staff having more time during each visit to engage with service users in a meaningful person-centred way.

How as an ICB we support apprentices across the system

In the Derbyshire system we are made up of 4 individual NHS organisations and our ICB – Joined Up Care Derbyshire, individually we can utilise our levy to support the development of our NHS workforce but collectively we have the ability to support our social care partners, the PVI sector and general practice by gifting levy to support their recruitment of apprentices and the development of their existing workforce via the apprenticeship route.





Case Study

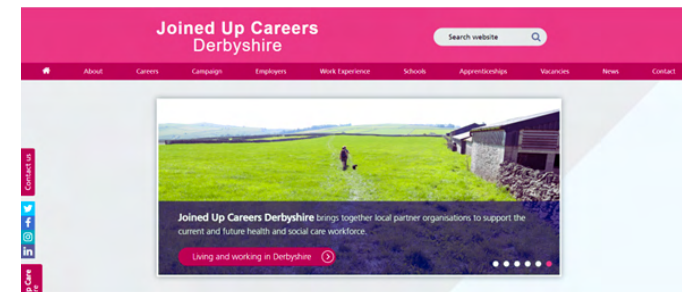
“As an organisation we have welcomed 3 apprentices utilising gifted levy from system partners, which has allowed us to use our commissioned funding to support general practice, keeping money in Derbyshire’s Health and Social Care system. Our apprentices have been fantastic, and we’re also lucky to be able to support practices in Derbyshire with accessing gifted levy too. We’re excited that this year practices have received more gifted levy support than ever before, meaning their funds can be used to better support their communities and patient’s needs. In addition, building strong networks with our ICS partners means that our apprentices can share valuable networking, placement, and training opportunities too! It’s a really easy process to follow and means that more money can be used to support staff and patients.”

Emma Brialsford – Portfolio Lead – Health Education Derbyshire

In 2022-2023 we committed over half a million pounds via the levy to this workforce in Derbyshire, this included apprenticeships such as adult care, administration, Trainee Nursing Associates, Advanced Clinical practitioners, Data, and Pharmacy Technicians ranging from level 2 to level 7. This work is set to continue in to 2023-2024.

For further information please contact us:

- **Twitter:** @JUCareersD
- **Facebook:** JoinedUpCareersDerbyshire
- **TikTok:** @JUCareersDerbyshire
- **Email:** ddicb.joinedupcareers@nhs.net
- **Website:** [joinedupcareers](https://joinedupcareers.org.uk) :: **Joined Up Care Derbyshire**





Case Study : Mid and South Essex NHS Foundation Trust

Ruth Lumba is one of the Registered Nurse apprentices at Mid and South Essex NHS Foundation Trust.



Ruth, 42 from Westcliff, had been a Healthcare Assistant at Southend University Hospital before starting the Nursing Apprenticeship, delivered by University of East London, two years ago.

She said: "At the end of four years I'll have a BSc (Hons) Nursing degree and studying for it by way of an apprenticeship is the best of all worlds for me. It is very professional; the university is very supportive with help on your studies and so is the hospital with the hands-on training.

"I'm enjoying it so much that I'm now encouraging my son to go down the apprenticeship route, as it delivers on gaining experience and a qualification, all whilst being paid. I have always wanted to do my nursing degree, but would not have been able to afford to do it as soon without this fantastic scheme."

Meet **Kyle Cameron-Symes**, he was a Porter before he became an apprentice in the Medical Equipment Management Service (MEMS) team at Basildon Hospital.



Meet Kyle Cameron-Symes, he was a Porter before he became an apprentice in the Medical Equipment Management Service (MEMS) team at Basildon Hospital.

The MEMS team ensure medical equipment is kept in top condition. He chose to do an apprenticeship as he felt it was a good opportunity to learn new skills and help develop his career within the hospital.

He had sound advice for anyone thinking about doing an apprenticeship. He said: "I think that you need to be dedicated in what you want to do, but don't let something like age put you off as I thought apprenticeships were only for school leavers, but I was wrong."



London Ambulance Service NHS Trust (LAS)

London Ambulance Service has been an employer provider since 2018 and decided to apply to the Register of Approved Training Providers (RoATP) so they could create and deliver apprenticeship programmes for their own staff, that are specific to their organisation and aligned to their workforce needs. To date they have had over 500 apprenticeship starts.

Darren Avery the Strategic Workforce Development Manager for Apprenticeships at LAS says:

“A benefit of being employer provider is that we can plan our capacity accordingly and not have any potential quality issues with external apprenticeship providers. By delivering our own apprenticeship programmes we've got full control over the curriculum aligned to the apprenticeship standards and it allows us to maximise our levy pot to fully utilise the funding available. We are able to employ staff with sector and NHS expertise to deliver the education programmes and have access to all the necessary resources from a quality and compliance perspective too.

We believe this has enabled LAS to create high quality apprenticeship programmes that really work for us as an employer but also for all the apprentices that go through these programmes. Up until recently LAS only delivered the Level 4 Associate Ambulance Practitioner which allowed us to create a career pathway via the apprenticeship route up to the Level 6 Paramedic Degree Apprenticeship. We have now introduced a new apprenticeship programme, the Level 3 Ambulance Support Worker which will provide an additional entry point and talent pipeline. We will continue to work in partnership with University of Cumbria, who deliver the degree apprenticeship, to ensure we can maximise the opportunities for career progression via the apprenticeship route”





London Ambulance Service NHS Trust (LAS)

Undoubtable proof that LAS deliver high quality apprenticeship programmes is the outcome of their Ofsted full inspection in March 2022 which graded the overall effectiveness of their apprenticeship provision as Good. They achieved Good in all areas of inspection:

- The quality of education - Good
- Behaviour and attitudes- Good
- Personal development - Good
- Leadership and management – Good
- Apprenticeships – Good



This is a great achievement especially given the challenges LAS faced during the pandemic. Their initial monitoring visit from Ofsted in August 2019 found them to be making reasonable progress against all of the key themes and they have maintained the high quality of their provision with the aim of Outstanding at their next inspection.

When asked about how they got Ofsted ready, Darren had this to say “Be prepared! There was quite a big gap between our inspections due to the pandemic and inspections being delayed but we knew we couldn’t rest on our laurels and had to continue to have quality and compliance at the forefront of our delivery.

The initial monitoring visit had identified some potential areas of focus and improvement which we used at the basis of our quality monitoring and improvement plans. In preparation for the full inspection, we worked very closely with all the apprentices to get their feedback and to ensure that they were progressing to plan.



London Ambulance Service NHS Trust

We, like all the other NHS providers and being on the frontline, had lots of issues with staff getting COVID and being off, some long term, some short term plus many being redeployed. We had lots of delays beyond our control and so we focused on each individual apprentice so they were fully supported, and they knew what they had to do to achieve. We had weekly meetings which focused on progress to ensure we would be ready to articulate this at inspection. We made sure all staff involved in delivery were fully briefed around what to expect at the inspection. Many were experienced in education delivery but had not been in scope of Ofsted before.

We had regular Comms being shared and a group of senior stakeholders from different parts of the organisation met regularly to ensure there was strategic governance in place. This was really important and worked so well when we had the full inspection as this group met at the end of each day and I felt fully supported as the nominee. Given the shift patterns of LAS and the fact that our apprentices work all over London, there were some challenges on the day with logistics and access to apprentices but by being so well prepared we were able to mitigate these, and the inspector had access to all the

apprentices they wanted to speak to. With both the Level 3 and Level 4 apprenticeship standards we deliver, we have planned very thoroughly and taken the time to make sure we really get it right. If we expand our offer in the future, we will undertake the same curriculum planning to ensure we maintain quality. I am also an active member of the NHS England Employer Provider network which has proved invaluable in terms of networking with other NHS providers and access to support and expertise!"





London Ambulance Service NHS Trust

Further evidence of the success of LAS's Apprenticeship Programmes have been the number of awards they have been winning!

Darren says "We were the 2022 London Winners and National finalist for the **National Apprenticeship Awards for Recruitment Excellence** in our apprenticeship programme. I was very pleased about this as it recognised our efforts towards widening participation and access to our apprenticeship programmes for the local community. We now have a tried and tested route to become a paramedic via the apprenticeship route and you don't need any clinical experience or qualifications to apply. This allows us to attract a more diverse workforce which represents the communities we serve. What we've done with the apprenticeship is created a new talent pipeline in addition to the traditional routes.



We also won **Employer of the Year (Macro) at the AAC Apprenticeship Awards** in March 2023 which was a great achievement in a tough category, and it is because we go above and beyond to support our apprentices. We've got really good success rates of getting people through their apprenticeships and achieving good outcomes at endpoint assessment with distinctions and merits. We've got a programme that doesn't just give them a qualification or give them a role. It gives them a career and an opportunity to progress. It is really important for us as an organisation to work with our local community to help to address our workforce needs, and to create a diverse workforce and particularly one that represents London to deliver better patient care. There is a clear link in terms of delivering quality apprenticeships and education and improving patient outcomes."



London Ambulance Service NHS Trust

Darren goes on to say

“We also won a **Community Award in Newham** for our programme which recognised our work with the local community as well as a Greater London Authority (GLA) Award and recognition from the London Mayor which we are incredibly proud of! Also, we shouldn't forget the top **Department for Education's Top 100 apprenticeship employers** and LAS were the highest ranked NHS employer in the country. We hope to expand our work with the GLA further and are waiting for outcomes on our funding bid to support our high ambitions in terms of the numbers of Londoners that we want to recruit into frontline roles over the next three to five years. We are creating a new programme to tackle the barriers into employment and apprenticeships that many Londoners face, particularly the maths and English requirements, and employability skills. We plan to support and engage with individuals that without this support wouldn't be able to work for us. We are aiming for 50% to come from a black and minority ethnic group, we've got a certain percentage around disabilities, young people, older people. Largely they'll be unemployed people and the programme will offer qualifications and job coaching to enable them to progress into careers within LAS. This will give us another new talent pipeline to progress into apprenticeships whilst maintaining our quality provision”





Level 3 Dental Nurse apprenticeship standard Sheffield Teaching Hospitals NHS Foundation Trust



Charles Clifford Dental Hospital provides specialist dental services for people in Sheffield and the surrounding districts.

It is a dental teaching hospital linked to the University School of Clinical Dentistry and it is currently expanding its postgraduate and research activities.

Alongside the undergraduate training the specialist hospital has been offering a Level 3 Dental Nurse Apprenticeship role. Since the introduction of the Apprenticeship Levy, the Trust has continued to recruit year on year to this successful apprenticeship programme which is delivered in partnership with The Sheffield College.

This is an 18-month programme which reflects all aspects of clinical responsibilities and duties of a Dental Nurse's role in a variety of clinical environments.

The apprenticeship provides several key benefits to the departments and to the learners. Apprentices gain new skills and knowledge, and it provides the apprentice with the relevant qualification to apply to the General Dental Council (GDC) for professional registration as a Dental Nurse. Departments find that the apprentices relieve work pressures, and they are viewed as valuable members of the team.



Great Ormond Street Hospital (GOSH)



Great Ormond Street Hospital (GOSH) are another award winning NHS Trust and proud recipients of the Widening Participation Recognition Award 2023 at the AAC Awards.

Their Workforce Development Lead – Apprenticeships - Laurence O'Sullivan-Whiting has this to say:

'A lot of our teams and individuals share a common passion with Widening Participation and work with our local colleges, local communities and schools to support with information about GOSH careers, NHS careers, speciality careers, vacancies and application support. It has helped us to organise internal events ranging from Aim High, Get into GOSH, our Young visitors program, DEN Sessions, GLA events and the many external events our various teams conduct at local job fairs, colleges, employability networks and also advertising our roles and apprenticeships through our local boroughs. This is an amazing achievement for us, as so many teams and individuals have actively taken part in projects and contributed over the last couple of years, all this activity contributed to widening access and growing our workforce of the future. We now have a Widening participation working group that has exciting plans to take forward in the coming year!'





Great Ormond Street Hospital (GOSH) - Ricardo Tabosa Santos

A fantastic example of the success of their apprenticeship programmes is Ricardo Tabosa Santos.

Ricardo was a finalist in the 2021 BAME Apprenticeship Awards in the Apprentice of the Year category. His apprenticeship journey is truly inspirational. Ricardo, who is originally from Brazil, only learnt to speak English at age 40 and is now a Registered Nurse at Great Ormond Street. He started his career in the NHS as a domestic then progressed to Housekeeping before becoming a Healthcare Support Worker. All these roles helped to prepare him to become a Level 5 Nursing Associate and he has now completed his L6 Registered Nurse degree top up via the apprenticeship route.



Oxford Health NHS Foundation Trust

Oxford Health NHS Foundation Trust are a Main Provider and rated Good by Ofsted. Lucy Hunte spoke with Becky Elsworth - Head of Learning and Development and Apprenticeship Manager about their journey.

Why did you decide to become a provider and deliver your own apprenticeships?

We started as an employer provider in March 2017 looking at simply using the apprenticeships as a route for developing our own staff. However, I think for me it's become abundantly clear that there is not enough employer engagement in apprenticeship delivery. Providers do not deliver programmes contextualised for the NHS and as we had the internal expertise it made sense for us to explore that further and ensure we could get the skilled workforce that we needed.

A good example of this is the recently launched Level 3 Peer Worker apprenticeship standard. I saw the tender go out and the successful bidders were not healthcare providers so rather than work with a provider who doesn't understand the NHS we decided to deliver it ourselves. I believe that NHS providers should be engaged in education and that we shouldn't be just passive in this and let other training providers develop courses that may not be fit for purpose. We should be more proactive. Another thing to consider is income generation. Becoming a Main Provider allows us to deliver externally, and it is a really good opportunity for NHS Trusts to generate additional income that we can then invest in other education. Our levy is just over £1 million pounds, and we are on track to overspend this and are looking for levy transfers to support our growth. The levy allows us to have a ring fence pot of money when typically, education budgets are very stretched, so we needed a plan to ensure we maximise this opportunity. I am passionate about widening participation so taking control of our apprenticeship delivery has allowed me to drive that agenda forward.





Oxford Health NHS Foundation Trust

What apprenticeship standards do you deliver?

We deliver the Level 3 Senior Healthcare Support Worker, and we offer 2 different courses. We have one aimed at young nurse cadets and that is an extended programme acknowledging that 16 and 17-year-olds need a little bit more time with regards to skill and behaviours development as well as the knowledge. We also run one for existing staff which is a shortened programme which recognises that they will probably come with existing skills and behaviours, and really, it's the knowledge that we need to focus on.

We also offer the Level 3 Business Administration and the Level 5 Operations or Departmental Manager as non-clinical programmes in their entirety. We also have sub-contracting arrangements to deliver part of the Level 5 Nursing Associate and Level 6 Registered Nurse top up and we deliver at least 30% on both of those programmes. This means we have control over the clinical skills parts of those programmes.

We also deliver, in partnership with Buckinghamshire New University, the Level 6 Psychological Wellbeing Practitioner. We deliver the content of the apprenticeship standard, and they sign off the qualification. We have had great success with this programme, and we have a 72% distinction rate. We also deliver the Level 7 Academic Professional and we recognise it as a way of upskilling our own staff in learning and development and as an alternative to a PGCE. We've had thirty of our own staff complete this apprenticeship so far. As mentioned we are also delivering the Level 3 Peer Worker now as well. This means we will have an infrastructure for peer support workers and our mental health side of the trust and our first cohort of 9 apprentices has just started. We don't deliver all of our apprenticeships so we also buy in external training providers to deliver the Level 6 Occupational Therapist, Physiotherapist, Speech and Language Therapist, Dietitian and Podiatrist and the Level 7 Senior Leader. We also have some in Estates and Facilities and currently we use 26 different apprenticeship standards.



Oxford Health NHS Foundation Trust

In terms of your infrastructure, did you already have teaching and assessing staff or did you have to recruit?

We had a very, very small team in the beginning, there were only 3 1/2 of us when I first started in the department, who had a role in delivering things like the Care Certificate and vocational qualifications. We had a history of developing and delivering the Level 3 Certificate in Mental Health and we used to deliver that for a small cohort of staff every year so some of us already had kind of a core understanding of assessing and vocational education. We have expanded the

team as we have grown our provision and all of our programmes are fully costed so we can determine the teaching and practice support staff that we need to deliver quality education programmes. We upskill our team and ensure they have the required CPD (Continuing Professional Development) and up to date qualifications and to ensure they are comfortable with apprenticeship language such as EPA (End Point Assessment), IQA (Internal Quality Assurance), EQA (External Quality Assurance) etc. We now have a team of 33 people.



You were rated a Good provider by Ofsted in August 2022 and your initial monitoring visit in October 2019 was reasonable progress in all 3 themes but they did flag some concerns. How did you prepare for the full inspection?

I think the monitoring visit was really much harder than a full inspection. We had a new inspector and it didn't feel collaborative. We were new to apprenticeship delivery and all quite nervous so the 36 hour NPMV (New Provider monitoring Visit) felt way more intense than our week long full inspection. My advice is to be fully prepared and not to view the inspection like a CQC visit as they are entirely different. I was the nominee as the apprenticeship manager and on our NPMV we were advised that we were operating like an NHS Trust and not an education provider, so we really took that on board.



Oxford Health NHS Foundation Trust

You were rated a Good provider by Ofsted in August 2022 and your initial monitoring visit in October 2019 was reasonable progress in all 3 themes but they did flag some concerns. How did you prepare for the full inspection?

We were told from an Ofsted perspective; they want to know where you are and where you're headed. They don't expect things to be perfect, but you need to be aware of any issues and have a plan to address and improve. It was really interesting advice and so we had to shift our mindsets slightly into recognising what the risks were but highlighting those as a journey not just risks.

I was also advised to ensure my team had all the same knowledge as me to minimise the risk that if I was to be away for any reason my team would not be successful. It was not said as a criticism as they acknowledged we were so early in our journey and the advice was as we expanded I needed to relinquish some responsibility and control to those programme leads and make sure they are skilled up and that really resonated with me and by our full inspection we had made all those changes. I felt much more confident going into the full inspection and it was actually an enjoyable experience for the whole team. We felt very supported and that the inspector wanted to work with us in an open and honest way. We were even given some constructive advice about ESFA audits which was not in scope of Ofsted but the inspector wanted to make sure we were fully prepared.

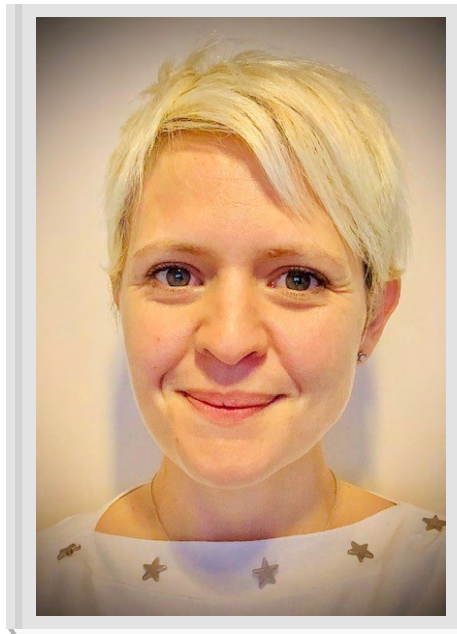
Between the NPMV and the full inspection we have really looked at our safeguarding arrangements and had a strategic oversight group and Ofsted were very pleased with our progress. We actually paid for the services of an external safeguarding specialist from education, and it was the best money we could have spent. The consultant just helped us so much in terms of how we needed to word things for education and not just generic NHS safeguarding and why it should be different. So we now have really robust processes in place and I'm really pleased with our safeguarding. We've got a lot to do still, but we have a monthly education CPD session now for all staff involved in apprenticeship delivery.



Oxford Health NHS Foundation Trust

Finally, what would be your hints and tips and pitfalls to avoid for a NHS Trust considering becoming a main provider?

The biggest thing for me is we get really nice feedback on our apprenticeship delivery and the opportunities that they give to staff. We choose our standards very carefully to meet our workforce needs. We haven't taken on anything that felt unrealistic and wasn't fully costed and planned and that is really key. We took onboard the feedback from the NPMV so we were prepared for our full inspection. They will ask about British values and they will ask about online safety so just be able to articulate what you have in place. Apprenticeship delivery can't just be about income generation, you need to ensure you have the infrastructure in place to deliver high quality apprenticeships to develop your workforce.



Becky Elsworth
Head of Learning and Development
and Apprenticeship Manager



Trade Unions and Union Learn

Trade Unions can offer support for the development of apprenticeships in the NHS. In particular, Union Learn helps trade unions to support apprentices in the workplace. There are various areas of support including:

- Supporting unions to work with employers to develop and improve apprenticeship programmes.
- Support union reps, ULRs and other union members to work directly with apprentices, supporting them to complete their apprenticeship and build their careers.
- Provide resources, policy development, research and information to apprentices and union reps to ensure the union contribution to apprenticeships is rooted in the latest thinking and advice around apprenticeship quality.
- Campaign on issues impacting apprentices, such as low pay, poor training and lack of progression in work.

For more information visit

<https://www.unionlearn.org.uk/apprenticeships>

Institute for Apprenticeships and Technical Education (IfATE)

IfATE works with employers to develop, approve, review and revise apprenticeships and technical qualifications in England. It was created in 2017 as an Arm's Length Body of the Department for Education.

An independent chair oversees IfATE, leading a [board of employers and business leaders](#) to shape their work. IfATE aims to make sure apprenticeships and technical education are of the highest quality.

IfATE works in a Quality Alliance partnership with the Education and Skills Funding Agency, Ofsted, Ofqual, Quality Assurance Agency for Higher Education (QAA) and the Office for Students (OfS) to ensure the quality of apprenticeships.

For more information visit

<https://www.instituteforapprenticeships.org>



Healthcare Apprenticeship Standards Online 'HASO'

The HASO website is sponsored by NHS England as part of the Talent for Care 'Get ready, Get in, Get on and Go Further' themes and strategic aims. It is hosted and maintained by Skills for Health and brings together a wealth of sector knowledge and experience.

HASO is the best place to navigate apprenticeships and technical education in the health sector. Aimed at employers and front-line managers, it is also valued by training providers and end point assessment organisations.

You can:

- Keep up to date with apprenticeship news and consultations
- Download apprenticeship standards, end point assessment plans and printable resources
- Plan how you will fund, procure, deliver and quality assure the apprenticeships used by your team or organisation

Healthcare Apprenticeship Standards Online 'HASO'

- Check which training providers and end point assessment organisations are available
- Create apprenticeship pathways for career progression and find out how pre-apprenticeship programmes can provide a pipeline of prospective apprentices

<https://haso.skillsforhealth.org.uk/>

